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ABSTRACT

The paper presents a rationale for individualizing instruction in social studies in elementary and secondary schools and offers suggestions to aid classroom teachers as they develop two individualized instruction techniques. These recommended approaches are learning centers (areas of classrooms set aside for special learning, review, and reinforcement activities) and learning contracts (agreements signed by teachers and students setting forth the type, amount, quality, and due date of a specific assignment). The rationale for implementing individualized instructional techniques is based on the premise that students are always unique--even in classes of supposedly homogeneously grouped students. These differences appear in a variety of ways, including ranges in achievement level, learning style, interests, and physical size and stamina. Educators have experimented with numerous teaching methods, materials, and grouping procedures to meet individual differences. Examples include one-to-one instruction, homogeneous grouping, individualized reading approach, programmed materials, nongraded classes, and team teaching. Disadvantages of these approaches included that they required too much teacher time, were not available for all grade levels, and depended on pre-service instruction which was often not available. Learning centers and contracts do not suffer from these limitations and can be particularly successful in individualizing instruction because they are applicable to many situations. Steps in planning learning centers and contracts include assessing students, selecting topics of instruction, stating the rationale, formulating objectives, developing activities and collecting materials, and preparing the contracts and centers. Instructions for implementing these steps are presented, as are evaluation methods and a sample learning contract. (DB)

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Individualized Instruction in the Social Studies Through Learning Centers and Contracts

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Every teacher recognizes that each student is an individual; future teachers hear that instruction should be adjusted to the individual student; and some teachers are required by law to tailor instruction to the individual learner. Yet *how* to individualize instruction is often not fully understood.

This "How-To-Do-It" booklet is designed to present the rationale for individualizing instruction and to aid teachers in successfully individualizing instruction in the social studies.

Individual Differences in All Classes

Students, like snowflakes, are always unique. They vary in abilities, interests, and previous experiences. The "ideal" class of twenty-five students who are on the same level and who progress at the same rate is a myth. Such differences as their varying abilities and reading levels (see NCSS "How-To-Do-It," Series 2, #1) concern educators, since these factors affect a student's level of achievement and should influence the methods, materials, and the activities used. These varying abilities, diverse reading and achievement levels, and physical, emotional, social, and mental differences are ever-present in heterogeneous classes, in kindergarten classes of "beginners," and even in a secondary class of so-called homogeneously grouped social studies students. In fact, with good teaching (when all students learn what they can, at their speed, and in a

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manner suitable for them) the range in levels of achievement should become even greater as the faster student moves ahead rapidly and the slower student, too, progresses—but at his or her own speed.

Another difference among students is their styles of learning. Educators such as Walter Barbe and Michael Milone have recognized the importance of teachers' considering their own sensory strengths and those of their students when designing instruction.[1] The recent modality-based instruction described by Barbe and Milone involves usually the visual, auditory, and kinesthetic senses, but five modalities—analogous to the senses—seem to exist.[2] These sensory strengths imply that pictures may not be worth thousands of words to some students and that teachers may teach the way they learn best, not the way they were taught. The checklist for teachers designed by Barbe and Milone contains ten incomplete sentences (such as, "The best approach to discipline is to . . .") which are to be completed by one of three statements, such as (a) [unless all forms of corporal punishment are unacceptable to you], "use acceptable forms of corporal punishment" (kinesthetic), (b) "isolate the child . . . from the group" (visual), and (c) "reason with the child and discuss the situation" (auditory).[3] Teachers should capitalize on their own strengths, but at the same time they should remember to provide activities using several modalities for instruction and reinforcement.[4]

The Dunns have identified environmental, emotional, sociological, and physical elements as basic to an individual's learning style.[5] One student, for example, may prefer to work alone (sociological element) on assigned tasks (emotional element) involving little pupil mobility (physical element) in a cool section of the classrom (environmental element). Another student may prefer to move about freely (physical element), to elect learning tasks (emotional element), and to work near friends (sociological element) in a warm area of the room (environmental element).

Individual differences are further evidenced by the varied interests among students. Just as extracurricular interests may vary, interest in—as well as within—a subject may differ markedly from student to student. Almost any experienced secondary teacher can attest to the fact that an open assignment—such as "Do research and report on some topic related to urban sociology" or "Prepare a photo essay" or "Interview a community leader"—results in a full range of responses, additional evidence of the varied interests among students.

To begin to meet adequately each student's needs, a teacher must, of course, be aware of physical differences which might necessitate changes in the learning environment and the teaching processes. Differences are a teacher's concern also when they affect a student detrimentally (physically, mentally, emotionally, and/or socially); for example, strabismus (cross-eyes) is a physical condition which may adversely affect a student mentally, as well as emotionally and socially.

Physical differences must not lead to unwarranted educational discrimination. Thus, in the 1960s many of the handicapped—who previously did not attend school or were in segregated classes—began to be placed in less restrictive environments, which often meant the "regular" classes. The instructors of these classes were challenged to provide for the needs of each of their students. With the passage in 1975 of Public Law 94-142, which ensures an appropriate and free public education for the handicapped, more teachers have noted, as a result of this "mainstreaming," an increase in the range of individual differences in their classes.

Similarly, concerted efforts must continue to be made to prevent differences in sex, race, and socio-economic levels from being the basis for discrimination against any individual or group. (See NCSS Bulletin 61, *Racism and Sexism: Responding to the Challenge.*)

Individual Differences in Social Studies Classes

One of the additional differences a teacher of the social studies must consider is the source of the students' instruction. The primary source of instruction in other subjects is usually the teacher; it is highly unlikely that agencies or persons other than the school and the teacher assume major responsibility for the teaching of science, mathematics, or the fine arts. The social studies teacher, however, is not solely responsible for social education. The family, the religious institution, the community, and peer group members are among those groups which often begin social education. These agencies of education—with which the student generally has strong emotional ties—often teach diverse lessons in attitudes, values, behavior, and "facts" which conflict, at times, with the social studies instruction of the school. Critical thinking, for instance, is an attitude or skill encouraged in the social studies; yet some of the outside agencies of education have at times advocated and even rewarded unquestioning acceptance of their own points of view.

Experiences of social studies students vary considerably. Any class, for instance, may include children who have traveled in foreign countries as well as those who have never been outside the country. These travel experiences may not be directly related to other fields of study, such as mathematics, but they are directly related to the social studies. The varied experiences the students bring to the social studies classroom, then, are other differences a teacher must consider.

Pros and Cons of Six Ways of Meeting Individual Differences

To attend to the individual differences among students, educators have employed various teaching methods, grouping procedures, and materials:

- A procedure used for meeting individual needs for hundreds of years is one-to-one instruction. One instructor for each student has the advantages of providing opportunities for the development of teacher/pupil communication and of tailoring activities to the student. Its severe limitations, however, include the lack of pupil interaction and the exorbitant cost that makes it impractical for most schools.
- Homogeneous grouping, which uses a single variable (like IQ) or a combination of variables (like IQ, achievement scores, and past pupil performance) for placing "like" students together in a class, has been used in both elementary and secondary schools in the United States for more than fifty years. Two advantages are the minimizing of the range of individual differences and the consideration of important factor(s), such as ability, interest, and/or achievement. Yet homogeneous grouping is not without faults. For instance, homogeneous grouping limits interaction among diverse groups of students. It does not totally eliminate individual differences; provision for the individual must still be made. In fact Wrightstone found that for "a grade organized on three ability levels, the reduction in [achievement] range is [only] about 15 to 17 percent."[6]
- In the late 1950s and the 1960s, Jeannette Veatch advocated a type of instruction that allowed students

the freedom to proceed at their own paces in their own selected books. The results of the individualized reading approach, as it was called, were thirty students reading in thirty books—not necessarily textbooks—and a teacher with thirty separate lessons to monitor and evaluate. Teachers in social studies and reading tried this approach, but it never became widely accepted because of the difficulty in planning, evaluating, and providing the students with a sequential development of basic skills.

- To adjust instruction to the level and the learning rate of individual students, educators developed programmed materials. The programmed texts are preplanned, systematic means for teaching skills sequentially and for providing for differences in the learners; but they are costly, disregard learning style, and hamper the interaction of students. Published materials are not available for all subjects and all grade levels; most teachers have neither the training nor the time to develop their own materials. Programmed materials, then, are not a panacea.
- Two less costly methods of individualization prominent during the 1960s were nongradedness and team teaching. Nongradedness, often used in conjunction with team teaching, allows students to progress at their own rates without the traditional lockstep school organization. Cooperative planning by teachers, as well as small group, large group, and individual instruction, is a part of both plans. The decided disadvantages of these methods are the pre-service instruction needed by the teachers, the necessity for a major reorganization of the school, the total school commitment required, and the remodeling of the physical facilities suggested.

Learning Centers and Contracts for Meeting Individual Differences

Learning centers and contracts are two approaches to individualization which are applicable to many situations and which do not have the limitations of the previous six methods just reviewed.

A learning center is an area of the classroom set aside for resources and activities for instruction, reinforcement, and/or review. It does not have to be elaborate. An important component is some student choice in the selection of activities and resources. The teacher-planned centers may be developed for students of any subject or any level—even for nonreaders.

A learning contract, a second acceptable means of individualizing instruction, is an agreement—signed by the teacher and a student—setting forth the type, the amount, the quality, and the due date of a selected assignment(s) related to a particular topic. Contracts vary from student to student. A learning contract is applicable to any subject or age group; it can be used to meet a variety of objectives; and it includes some teacher guidance/direction.

Initial Steps in Planning Learning Centers and Contracts

Step 1: Assessment of students.

The first step in planning learning centers and contracts is the assessment of students. Although assessment is an ongoing process, in planning instruction the teacher should initially consider the results of formal means of assessment. The *Learning Style Questionnaire*,[7] for instance, is a comprehensive, relatively new instrument. Consisting of one hundred fifty-seven items to be completed in about thirty minutes, the inventory contains such true-false statements as "I like other people to tell me how to do things," and "I remember on my own to get things done." These two statements are, of course, related to emotional stimuli, but there are statements related to sociological stimuli (such as, "I like to work with a couple of friends but have an adult nearby") and environmental stimuli (such as, "I usually study under a shaded lamp while the rest of the room is dim"). The Dunns have included also multiple-choice questions, such as "If I have to learn something new, I like to learn it by

a. reading a book.
b. hearing a record.
c. hearing a tape.
d. seeing a filmstrip.
e. seeing and hearing a movie.
f. looking at pictures and having someone explain them.
g. hearing my teacher tell me.
h. playing games.
i. going someplace and seeing for myself.
j. having someone show me." (Physical stimuli)

The successful teacher uses the results of the questionnaire to plan compatible activities for the class.[8]

Formal means of evaluation—such as cumulative folders, students' scores on tests, scales, and checklists—give teachers useful information about the students they teach. Through informal means of assessment, such as teacher observations, anecdotal records, value analysis inventories, and teacher-student and teacher-parent conferences, similarities and differences among students are indicated. Perhaps the most useful informal device for the instructor planning individualized instruction is the teacher-made test; this diagnostic instrument can provide information on knowledge, skills, and/or values and attitudes. For instance, before planning a study of taxation the teacher of economics may give a pre-test including such questions as,

1. What is *taxation*? (knowledge)
2. Using your compass and protractor, draw a pie graph to show how a tax dollar was spent in 1915. The amounts were
   a. 52¢ for city and county government;
   b. 18¢ for state government; and
   c. 30¢ for federal government. (skill)
3. Federal funds are used in many ways. Rank the uses listed below in the order of their importance to you.
   _____ National defense
   _____ Roads
   _____ Waterways
   _____ Veterans' aid
   _____ Education
   _____ Flood control
   _____ National park system (values and attitudes)

The teacher of economics may find from the pre-test that certain class members may need to review graphing skills, that some students need additional practice with percentages, and that some individuals can accurately define taxation before the study begins.

Step 2: Selection of topics of instruction.

The needs and interests of the students, as evidenced by formal and informal means of assessment, are of primary importance to Step Two in individualizing instruction—the selection of topics of instruction. In addition, existing guides—curriculum guides, textbooks, and supplementary materials—as well as the teacher's own experiences and knowledge of the subject matter should be considered in selecting the concepts and content to be studied. For instance, the teacher who has lived in and photographed extensively the State of Georgia may decide to use Georgia as an additional example of a Southern

state for study, rather than merely focusing on the one emphasized in the text. Current events may also be a factor in topic selection; for example, a class in American history may study the Gold Rush of 1848 and its results in more detail than did a class of a previous year because of the impact of the rising price of gold.

Step 3: Statement of rationale.

After the content is selected, the rationale—the purposes, the reasons—for the study of that topic should be clarified for the students. The rationale should generate interest, should be accessible to the students, and should be written in a manner that can be readily understood by the students; each word used must be open to few interpretations. For example, consider the following rationale for a unit on westward expansion:

> *Daniel Boone* is a name that you probably know. But he was one of many persons to explore and settle the west. There was Abigail Jane Scott Duniway, too. Through our study we shall find out about other people who helped to create new states out of a wilderness. We shall find out about ways in which land was added to the United States and about an important discovery in 1848. Two weeks from now we should be able to answer the question: How were new states carved from the wilderness?

The rationale will serve as a constant reminder as to why the study was begun.

Step 4: Formulation of objectives.

Determining and stating specific objectives, or outcomes, is the fourth step in systematically individualizing instruction. Certain objectives may be much the same for all students but others may be specific to a certain group or individual. After a study of propaganda devices, for instance, all fifth-grade students may be expected to note three examples of the devices in television and/or magazine advertisements; but some students may be expected or may elect, in addition, to listen to a campaign speech to detect propaganda devices.

Objectives serve three important functions: (1) their development requires the teacher to identify specific desired outcomes; (2) they serve as a learning guide to the students; and (3) they are the basis for the instructional activities and evaluative procedures.

Robert F. Mager gives explicit guidelines for stating objectives.[9]

Guideline 1: The objective should include the observable behavior(s) expected of students and should be stated in terms which are open to few interpretations. The teacher should, then, use terms like *list, state, write,* and *identify,* rather than such vague terms as *know, understand, believe,* and *appreciate.*[10] For example, students may be expected in a testing situation to

1. list three propaganda devices;
2. state where the devices might be found;
3. write an original advertisement employing one device; and
4. identify an advertisement utilizing the testimonial.

Much more unclear might be a non-behaviorally stated objective, such as "The students should know and understand propaganda devices."

Guideline 2: The criteria for success should be included.[11] If a student must give three ways that new land was added to the United States between 1804 and 1860, the objective should state this. If all three of the qualifications for the Presidency must be given, this requirement should be included in the objective.

Guideline 3: The objective should list the condition under which the behavior is to be performed.[12] If the student may use a physical globe to help him or her locate the Great Salt Lake, the Rio Grande, and the Rocky Mountains, the objective should give this information.

An ideal objective, then, includes (1) the desired behavior, (2) the criteria for success, and (3) the condition.

There are three major domains or types of behavioral objectives.[13] Most familiar to social studies teachers are objectives of the cognitive domain. These relate to knowledge and the development of intellectual abilities. Listed below are some cognitive objectives for a study of the Presidency in a civics class:

In a testing situation the student will be able to:

1. list all three Presidential qualifications stated in the Constitution;
2. name and describe six of the duties and powers of the President; and
3. discuss three ways the Presidency has changed and three ways the Presidency has remained constant since Washington was elected.

In the social studies, desired outcomes are often in the affective domain. These objectives are more difficult to state precisely since they

> . . . describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment . . . .[14]

Some affective objectives which might be developed for the topic of the Presidency are:

1. rank six of the powers of the President from least important to most important;
2. list three characteristics which are most important in a "good" President; and
3. carefully examine several viewpoints on a controversial national issue with the intention of forming an opinion.

The third domain is the manipulative, motor-skill, or psychomotor area. Psychomotor objectives "emphasize some muscular or motor skill, some manipulation of material and objects, or some activity which requires a neuromuscular co-ordination."[15] The teacher of social studies will probably develop fewer psychomotor objectives than cognitive or affective objectives. The following is an example of a psychomotor objective related to a study of the Presidency:

> After initial explanation the student, using the printed directions attached, will be able to operate correctly the voting machine.

Step 5: Development of activities and collection of materials.

The fifth step in individualizing instruction is to develop the activities and assemble the necessary resources and materials. The activities suggested to help students achieve each objective should be numerous enough so that students are able to select some which are highly compatible with their learning styles, interests, and/or other individual differences.

A Data Bank Storage and Retrieval System is an adaptable new technique. This activity allows for individual differences and necessarily involves both individual and group work. For example, an objective may require a student to compare and contrast the North and the South in 1861; the Data Bank below lends itself well for an activity to accomplish this objective:

> Note the chart above the materials table. It lists vertically on the left some of the section's strengths: population, agricultural products, livestock, finances, factories, and railroad mileage. There is also space for other strengths to be added.
>
> Beside each strength is space for information about that strength to be recorded for the North (column 1) and/or the South (column 2).

Using three of the following resources provided—encyclopedias, tapes, textbooks, books, periodicals, records, 16mm films, filmstrips, facsimiles of newspaper articles, past reports of other students—collect information for a selected segment of the Data Bank. Use the markers to record your findings.

If you find information pertinent to another section of the Data Bank, share the source with the person researching that area.

A Data Bank provides for individual differences in reading ability and learning style. To ensure that a student can use the information and facts collected and recorded by the group, one of several culminating activities might be chosen by the learner.

1. Write a letter to a friend telling what you think the outcome of the War will be. Use information from the Data Bank to help you.
2. Pretend you are touring the South or the North just prior to the War. Write a description of what you have seen for your local paper. Use the Data Bank to help you.
3. Pretend you are taking a train trip through one section of the country the summer before the War begins. Tape record your reactions and comments to your seatmate about what you see out the window. The Data Bank can help you.
4. Draw a bar graph to depict selected information from the Data Bank.

Individualization Through Learning Centers

The five initial steps in planning individualized instruction are identical for both learning centers and contracts. After the development of the activities, however, the two procedures for individualization diverge since their initiation and management procedures differ.

Step 6A: Initiation and management of learning center.

After developing the activities and assembling some necessary materials, the teacher must introduce the "center" approach to the class. Introducing the learning center first to a small group is usually best. The teacher can take the group to the center while the remaining students work on review or enrichment tasks. The instructor should demonstrate how to secure materials from the center, use equipment provided, complete the activities, check or evaluate completed activities, and return materials to the center. Role-playing in which a student simulates the use of the learning center often assists students in using the center effectively. The observing students can note the students' actions and can comment upon strengths and weaknesses in the use of the center. When the first group can use the center well, the other students can exchange places with them.

Initiating the learning center will be more difficult in some classes than others, depending in part upon the learning styles of the class members. For instance, students who have performed well academically in a traditional class may be the ones to have initial problems in adapting to the different approach. Since the ideal learning center does provide for individual differences, however, each student should find some appealing activity and some opportunity to improve learning behaviors and styles.

To ensure that each student has an early choice at the learning center regularly, the teacher and the students together should develop a selection system for scheduling activities. The teacher, for example, may list the activities on a chart and allow the students to sign up in a rotating order. If many activities have been developed, the teacher may allow the students to sign up for the activity they prefer. In the initial stages of using the learning center, the teacher and/or students may feel more comfortable if some assignments are made and if only a limited number of students engage in the activities at a time. Efficiency will be increased as both teachers and students work with the centers.

Individualization Through Contracts

Step 6B: Preparation of learning contracts.

The teacher and class that plan to use learning contracts (in lieu of learning centers) must prepare the contracts, or agreements between teacher and learner, after the formulation of objectives and the selection and/or development of appropriate activities. Some activities may be designed by the teacher, while others may be developed by the learners; some activities may be required, while others may be elective. Each activity, however, is intended to help students to achieve their objective(s).

Since the date for contract completion and the amount and/or quality of the work to be done may vary among students, many instructors actually prepare a formal document to be signed by the learner, the teacher, and two or three other class members. Sharing the commitment often makes the students more aware of their responsibilities. On p. 6 is an example of a contract which includes common assignments, some choice of activities for the students, a space to include an agreed-upon due date, and lines for the signature of the student, the instructor, and two witnesses. Many other activities and objectives could be developed by an enterprising teacher.

The contract method is flexible and may involve little or much student self-direction. Students may merely agree to complete assignments or they may occasionally, with teacher approval, select their own topics of study and assume a major part of the responsibility for forming objectives, developing/selecting activities, and securing materials needed to complete the activities. Learning contracts may even be a part of a learning center if students formally declare by a contract which center activities will be completed, when the activities will be finished, and what will be the quality of the work done.

As with the learning center, the needs, interests, and learning styles of the students are considered in the learning contract, another method of individualizing instruction.

Evaluation of Individualized Instruction

Evaluation of individualized instruction should be both ongoing and concluding, but the components to be evaluated are the same:

- First, the achievement of the established objectives must be considered. The test or evaluation item for each objective is implicit in the behavioral statement. If, for instance, an objective of the cognitive domain states that a student must be able to define, without aid, *consumer, goods,* and *surplus,* the test items asking for these definitions can be easily constructed.
- Second, the activities and materials must be assessed. An easy-to-use checklist is invaluable to the teacher, especially during the development of the activities, the assembling of the materials, and the use of both activities and materials by the learners. The following is a useful checklist; affirmative answers are more desirable.

Checklist

Activities

1. Is there at least one activity or means provided to achieve each objective?
2. Does each activity correspond to an objective or, in other words, is there a purpose for each activity?
3. Are there individual and group activities?

CONTRACT

In Order To Fulfill This Contract, I agree to complete
(1) at least one activity for each objective and
(2) any two additional activities.

I Understand That the activities may be selected from those listed below or, with my instructor's approval, may be developed by me.

To Receive Honors Credit, I understand that I must complete two options. These options may be developed by my instructor and me, or they may be any two of the five options listed under Honors Credit.

Objective 1: The student will be able to cite at least three causes of World War II.

Activities:

a. Read the chapter from the text entitled "The Road to World War II." List and describe each cause you read about.
b. Read at least three of the past student reports on causes of World War II. Now list and describe the causes you noted as you read.
c. View the filmstrip on causes of World War II. Summarize the causes described.
d. Listen to the tape marked "World War II Causes." Note the causes as the speaker lists them.
e. Read from encyclopedias, periodicals, or books in order to identify at least three causes of World War II.

Objective 2: The student will be able to identify the events on December 7, 1941, which caused the day to be described by Roosevelt as "a date which will live in infamy."

Activities:

a. Read the headlines and the corresponding articles from the newspapers dated December 8, 9, and 10, 1941.
b. Read an account of December 7, 1941 in the encyclopedias provided.
c. Listen to the recording "I Can Hear It Now . . .," Volume I, by Edward R. Murrow and Fred W. Friendly (Columbia Records).
d. Read about December 7, 1941 from past student reports made available to you.
e. Find out about December 7, 1941 from books or periodicals which you select.

Objective 3: The student will be able to describe the feelings of certain people about the events of December 7, 1941.

Activities:

a. Talk with people who remember December 7, 1941. Try to find people who might have lived in another country at the time or who had family in other countries. If possible, talk with American wives, mothers, husbands, and particularly those who were of draft age at the time.
b. Listen to the guest speaker who was an officer during World War II. Be prepared to ask him or her a question at the end of the presentation.

Objective 4: The student will be able to identify

Stalin	Iwo Jima	Roosevelt	Hiroshima	Okinawa	"Island Hopping"
Churchill	V-J Day	Mussolini	Eisenhower	V-E Day	Battle of the Bulge
D-Day	Hitler	MacArthur	Allied Powers	Axis Powers	Liberation of the Philippines

Activities:

a. Use your text and its index to identify each of the terms above.
b. With the help of the *McGraw-Hill Encyclopedia of World Biography* and the set of encyclopedias in the classroom, identify each term above.

Honors Work. Choose two of the following or, with your instructor's approval, develop your own project(s).

a. Find out how and when the atomic bomb was made. How was it used in World War II?
b. Select two battles during the War to research and describe in detail. Use maps for emphasis.
c. Read the diary and/or letters written home by a participant in World War II. Plot on a world map the travels of the person and action that he or she saw.
d. Select three important wartime meetings to research and to report upon in a non-traditional manner.
e. Using a world map, locate and date the most important movements of the Allied Army in Europe or the Pacific during World War II.

_____ **Hereby Agrees** to accept the above contract and to work toward its completion. **It Is Further Understood That** the contract will be completed by the date _____.

_____ (L.S.)
Student

_____ (L.S.)

_____ (L.S.)
Instructor

_____ (L.S.)

_____
Date

Checklist (continued)

4. Does the student have some choice of activities to be completed?
5. Are there enough activities so that the entire class can work at the same time?
6. Are the activities self-correcting?
7. Are the activities compatible with various learning styles, as observed by the teacher, expressed by the students, and indicated on the *Learning Style Questionnaire*?
8. Are the directions for the activities clear?
9. Do the activities make use of a variety of materials?
10. Is there an equitable system for choosing the activities?
11. Does the due date for completion of activities provide for individual differences?
12. Does the amount and quality of work to be completed vary with individual students?

Books and Materials

1. Are there both book and non-book materials available?
2. Are the printed materials on a variety of reading levels?
3. Are the books and materials readily accessible to the students?

4. Are there enough books and materials so that an entire group can work on activities at the same time?
5. Are there both visual materials and auditory materials provided for the students to use in completing the activities?
6. Are the materials reliable?
7. Are the materials appealing to the learners?
8. Are the students encouraged to supply additional materials?
9. Do the learners receive instruction on how to operate any equipment that they must use?

- Third, and most important, the users themselves must be considered. The instructor should observe the students as they work and should seek their opinions both during and after individualized instruction. Gains in positive attitudes toward individualized instruction and in achievement should be results of the effective use of learning centers and contracts.

The social studies teacher who employs individualized instruction should react positively to the teaching method. Such an educator has not only focused on individual differences among students but has also attempted to meet those differences and to satisfy the accountability demands of citizens, courts, and legislators. One should not ask more of the professional—but one should not expect less.

Suggested Readings on Individualized Instruction and Activities for Social Studies

In addition to the references cited in the footnotes and current periodical articles, the following books are useful:

- Blackburn, Jack E. and W. Conrad Powell. *One At a Time All at Once: The Creative Teacher's Guide to Individualized Instruction Without Anarchy.* Santa Monica, California: Goodyear Publishing Company, Inc., 1976.
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Footnotes

[1]Walter B. Barbe and Michael N. Milone, Jr., "Modality," *Instructor* (January, 1980), p. 44.

[2]Walter B. Barbe and Michael N. Milone, Jr., "The Best Kept Secret in Education Today: Modality-Based Instruction," *Aids to Bilingual Communication Report* (January, 1980), p. 5.

[3]Barbe and Milone, "Modality," pp. 48-49.

[4]*Ibid.*, p. 47.

[5]Rita Dunn and Kenneth Dunn, *Educator's Self-Teaching Guide to Individualizing Instructional Programs* (New York: Parker Publishing Company, 1972), pp. 95-111.

[6]J. Wayne Wrightstone, *What Research Says to the Teacher* (Washington, D.C.: National Education Association, Department of Classroom Teachers and American Educational Research Association, 1961), p. 13.

[7]Dunn and Dunn, *Educator's Self-Teaching Guide*, pp. 95-111.

[8]*Ibid.*

[9]From the book *Preparing Instructional Objectives*, Second Edition, by Robert F. Mager, Copyright, © 1975 by Fearon Publishers, Inc. Reprinted by permission of Fearon-Pitman Publishers, Inc., pp. 20-21.

[10]*Ibid.*, p. 20.

[11]*Ibid.*, p. 21.

[12]*Ibid.*

[13]From *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook 1: Cognitive Domain*, by Benjamin S. Bloom, *et al.*, Copyright, © 1956 by Longman, Inc. Previously published by David McKay Company, Inc. Reprinted by permission of Longman, Inc.

[14]*Ibid.*, p. 7.

[15]From *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook 2: Affective Domain*, by David R. Krathwohl, *et al.*, Copyright, ©, 1964 by Longman, Inc. Previously published by David McKay Company, Inc. Reprinted by permission of Longman, Inc., p. 7.

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